

CHAPTER III

METHODOLOGY

3.1. Research Design

This research is design to find how does the English textbook suit with good criteria of English teaching book at sixth level elementary school. The researcher determines the research design of this study is descriptive qualitative and content analysis method. According to Sandelowski (2000) descriptive research is typically depicted in research texts as being on the lowest rung of the quantitative research design hierarchy. In this hierarchy, “true” experiments aimed at prediction and control are the gold standard and any other design is non-experimental and weak. Descriptive studies are used to estimate specific parameters in a population and to describe associations. Descriptive research is designed to describe the characteristics or behaviors of a particular population in a systematic and accurate fashion.

According to Ryan (2007), he explained in his paper that Parahoo (2006) defines a qualitative research is essentially an assortment of various approaches that have commonalities as well as differences. Then, according to Fossy’s paper (2002) about *Understanding and Evaluating Qualitative Research*, he explains about the qualitative research, he states that qualitative research aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans’ lives and social worlds. Central to good qualitative research is whether the research participants’ subjective meanings, actions and social contexts, as understood by them, are illuminated. In other way, the design of qualitative research is probably the most flexible of the various

experimental techniques, encompassing a variety of accepted methods and structures. From an individual case study to an extensive interview, this type of study still needs to be carefully constructed and designed, but there is no standardized structure. Qualitative techniques are extremely useful when a subject is too complex to be answered by a simple yes or no hypothesis. These types of designs are much easier to plan and carry out. They are also useful when budgetary decisions have to be taken into account. The broader scope covered by these designs ensures that some useful data is always generated, whereas an unproved hypothesis in a quantitative experiment can mean that a lot of time has been wasted. Qualitative research methods are not as dependent upon sample sizes as quantitative methods; a case study, for example, can generate meaningful results with a small sample group.

According to Yan Zhang and Barbara M. Wildemuth's paper, they explain the definition of qualitative content analysis. They have three definitions from different experts; they are: "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005), "an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification" (Mayring, 2000), and "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (Patton, 2002). These three definitions illustrate that qualitative content analysis emphasizes an integrated view of speech or texts and their specific contexts. Qualitative content analysis goes beyond

merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text. It allows researchers to understand social reality in a subjective but scientific manner.

Meanwhile, based on Eleanor Chelimsky's paper (1989), content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material. Then as Satu Elo & Helvi Kynga's paper (2007), they define content analysis as a method that may be used with either qualitative or quantitative data. Furthermore, it may be used in an inductive or deductive way. Which of these is used is determined by the purpose of the study. If there is not enough former knowledge about the phenomenon or if this knowledge is fragmented, the inductive approach is recommended (Lauri & Kynga " s 2005). The categories are derived from the data in inductive content analysis. Deductive content analysis is used when the structure of analysis is operationalized on the basis of previous knowledge and the purpose of the study is theory testing (Kynga " s & Vanhanen 1999). An approach based on inductive data moves from the specific to the general, so that particular instances are observed and then combined into a larger whole or general statement (Chinn & Kramer 1999). A deductive approach is based on an earlier theory or model and therefore it moves from the general to the specific (Burns & Grove 2005). These approaches have similar preparation phases.

Related to the explanation above, the researcher uses descriptive qualitative content analysis research design because the researcher wants to analyze the

English textbook at sixth grade elementary school. To analyze the English textbook, the researcher suits the English textbook with the criteria of good English textbook. Here, the researcher not found permanently theory that explains about the criteria of good text book. So the researcher combines many references about good English textbook. One of the criteria of good English textbook is the material of textbook is appropriate with the syllabus which given by education ministry, so the researcher will analyze the material of textbook based on the syllabus (see appendix 1) and the researcher writes the result by describing the analysis. The researcher hopes, this paper will give good effect for teacher and student. The researcher hopes that the teachers will know the appropriate good English textbook that can be used in English teaching learning process and also the teacher knows how to evaluate a textbook.

3.2. Subject

The selected textbook is “One Stop English Learning” which was developed and produced under inspection of the ministry of education, here are the specifications :

- Title : One Stop English Learning
- Author : Drs. Bashori Alwi, M.Pd.
- Editor : Dra. Hj. Saidah. KS, and friends
- Layout : Sardjono, ST and Moh. Iwan
- Level : Sixth Grade Elementary School
- Publisher : Edutama Mulia, Gresik
- Number of Pages : 108
- Number of Units : 9

The reason why the researcher chooses this textbook is because it is used by many Elementary Schools to present English lesson, especially in Gresik. The researcher asked some students who learn at Elementary School in those areas and they show the English textbook is “One Stop English Learning”, not only ask to student, but also the researcher asked to the English teacher in three elementary school in Gresik about how is the quality of that textbook. The first teacher explains that the textbook is good, there are so many exercises which can increase the student ability, beside that the exercise has many pictures which interesting so the student feel enjoy and not bored to do it. Different with the first school, the teacher in second school explains that this textbook is not good enough, there are so many exercises which are so difficult, although the exercise has many pictures which can attract the student to do the exercises, but the level of the exercise is so high. The last English teacher feels that textbook is good and make students’ ability to be increase. Actually she knows that there are so many exercises in the textbook but she explains that when she feels the students are understood about the first topic so she will continue to the second topic although the exercise in the first topic did not finish yet. So she states that the English textbook entitled “One Stop English Learning 6” is good English textbook. Then, the reason why the researcher selects the sixth grade elementary school’s textbook because the researcher thinks that sixth grade is the most important level which should have a perfect teaching, material, and textbook because the students will face a national examination which will decisive whether the student graduate from elementary school or not. The questions of the national examination are fifty percent from material in sixth grade, so the researcher encourages analyzing the English

textbook at sixth grade elementary school. After analyzing the English textbook, the researcher hopes that it will be fulfill for the teacher to select the textbook because the textbook affect the student ability.

3.3 Data Collection

Before analyzing the data, the researcher should collect the data. For collecting the data, the researcher needs an instrument, procedure, and data source. Here the explanation of those three points :

3.3.1 Instrument

The research design of this research is descriptive qualitative and content analysis method, so here the researcher uses documentary instrument for collect the data. The researcher compiles the criteria of good English textbook by collecting many sources which support with the criteria of good English textbook. The researcher also collects the English standard competence for sixth grade elementary school which applicable in Indonesia for matching with the contents of the textbook.

3.3.2 Procedure of Data Collection

To complete this paper, the researcher must analyze the English textbook by doing descriptive qualitative. The steps of descriptive qualitative are :

- Get to know the data

The first step of this paper is getting to know the data, good analysis depends on understanding the data. For qualitative analysis, this means the researcher reads and re-read the text. Write down any impressions the researcher has as the researcher go through the data. These impressions may be useful later. Also, just because the researcher has data does not mean those are quality data. Sometimes, information

provided does not add meaning or value, or it may have been collected in a biased way. Before beginning any analysis, consider the quality of the data and proceed accordingly. Investing time and effort in analysis may give the impression of greater value than is merited. Explain the limitations and level of analysis the researcher deem appropriate given the researcher's data.

- Focus the analysis

The second step is focus the analysis, review the purpose of the evaluation and what the researcher wants to find out. Identify a few key questions that the researcher wants in the researcher's analysis to answer. Write these down. These will help the researcher decides how to begin. These questions may change as the researcher works with the data, but will help the researcher gets started. How the researcher focuses in the researcher's analysis depends on the purpose of the evaluation and how the researcher will use the results.

- Categorize information

The next step is categorizing information, Some people refer to categorizing information as the data. There are two ways to categorize information, they are preset or emergent categories. For preset categories, the researcher can start with a list of themes or categories in advance, and then search the data for these topics.

The next is emergent categories, rather than using preconceived themes or categories, the researcher reads through the text and finds the themes or issues that recur in the data. These become the researcher's categories. They may be ideas or concepts that you had not thought about. This approach allows the categories to emerge from the data. Categories are defined after the researcher has worked with the data or as a result of working with the data. Sometimes, you may combine these

two approaches starting with some preset categories and adding others as they become apparent.

- Identify patterns and connection within and between categories

As the researcher's organize the data into categories either by question or by case, the researcher will begin to see patterns and connections both within and between the categories. Assessing the relative importance of different themes or highlighting subtle variations may be important to the researcher analysis.

- Interpret the results

The main objective of this paper is to analyze information whose format has been transformed into one that is useful, then the researcher will present or interpret the result of the researcher analyzes by describing the analysis.

3.3.3 Data Source

The source of data in this study is from the English textbook entitled "One Stop Learning English" for sixth grade elementary school which as the subject. The researcher also uses the data source from many researches and experts' statement about the criteria of good English textbook, after getting the criteria, the researcher will analyze it.

3.4 Data Analysis

The researcher uses documentary instrument for collect the data. The researcher compiles the criteria of good English textbook by collecting many sources which support with the criteria of good English textbook. The researcher also collects the English standard competence for sixth grade elementary school which applicable in Indonesia for matching with the contents of the textbook. The data analysis of descriptive qualitative content analysis methods has three step,

they are data reduction, data display, and drawing conclusion. The explanation of those three steps will be explained here :

3.4.1 Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming data that appear in notes, transcripts, documents, etc. Choices must be made on exactly what to describe. Choices are guided by study questions and issues, but researcher is open to broadening or narrowing focus. Determine relevance of strings of data for your study at hand (fascinating does not make relevance).

At this stage, try and discard all irrelevant information, but do ensure that you have access to it later if required, as unexpected findings may need you to re-examine some data previously considered unnecessary. In this stage the researcher conducted the election, and the focusing of attention to simplification, abstraction, and transformation of raw data obtained. The researcher compares many references about the criteria of good English textbook and reduces the most important one based on how many points which use in many research. This step should do for creating data displays.

3.4.2 Data Display

Data displays are an organized way of compressing information and assembling it in ways that help you draw conclusions can be text, diagrams, charts, matrices. They show systematic patterns and interrelationships of the chunks of meaning in the data displaying will often reveal new connections.

To draw conclusions from the mass of data, Miles and Huberman (1994) suggest that a good display of data, in the form of tables, charts, networks and

other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection. The researcher develops a description of structured information to draw conclusions and taking action. Display data or presentation of data that are commonly used in this step is in the form of narrative text.

3.4.3 Drawing Conclusion

This activity is the third element of qualitative analysis. Drawing conclusion involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. For many qualitative evaluators, it is above all this third phase that gives qualitative analysis its special appeal. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. Miles and Huberman in the article which has a title Analyzing Qualitative Data (2001) state that the meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability' - that is, their validity". Validity means something different in this context than in quantitative evaluation, where it is a technical term that refers quite specifically to whether a given construct measures what it purports to measure. Here validity encompasses a much broader concern for whether the conclusions being drawn from the data are credible, defensible, warranted, and able to withstand alternative explanations. Here, the researcher tries to draw conclusions and verify by looking for the meaning of each symptom is obtained from the field, record the order and the possible configurations, causal flows of phenomena, and propositions.